

# Inspection of Glyn School

The Kingsway, Ewell, Epsom, Surrey KT17 1NB

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Inspection dates: 12 and 13 September 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Outstanding

The head of this school is Jo Garrod. This school is part of the GLF Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Chaloner, and overseen by a board of trustees, chaired by Lynne O'Reilly. There is also an executive headteacher, Matt Duffield, who is responsible for this school and one other.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

## **What is it like to attend this school?**

Pupils actively embrace the school's values of respect, integrity, kindness and endeavour. They are courteous to one another and take pride in their work. Poor behaviour is extremely rare, with preventative measures in place to minimise bullying and harassment.

Opportunities to develop pupils' talents and interests are exceptional and wide-ranging. Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), speak highly of these opportunities. Care for the most vulnerable pupils is exceptional.

Extra-curricular provision is extensive. It covers subject sessions, young journalists, music, dance and drama as well as sporting clubs, including athletics, boxing, fencing and rugby. The valued house system offers many opportunities for active participation.

Pupils demonstrate strong values, mutual respect and an authentic understanding of equality and inclusion. Student ambassadors look after younger pupils, and this supports them to feel safe and happy. Students new to the sixth form speak highly of their induction and support.

Leaders' high expectations come to fruition, as seen through pupils' impressive academic achievements. The school is swift to act when minor improvements are needed to an aspect of its work. Staff and pupils are immensely proud to be a part of the school.

## **What does the school do well and what does it need to do better?**

The curriculum is meticulously planned, carefully sequenced and successfully implemented. It is ambitious, challenging and engaging. Disadvantaged pupils, including those with SEND, are well known and supported sensitively. They are keenly encouraged by their teachers, who offer reassurance and targeted help. The most able pupils are empowered and self-motivated to deepen their knowledge further. Their learning is enriched through debates, competitions, trips and university visits. Where pupils are educated off site, in full or in part, leaders ensure that provision is ambitious, supportive and safe.

The curriculum is designed to ensure that pupils master the intended learning and build on their primary school education. Work across key stages is sequenced precisely to develop previous learning securely. The English Baccalaureate forms the backbone of the curriculum, and the take-up of languages has increased dramatically. Significant numbers of pupils join the vibrant sixth form. 'Staying on' rates are high and reflect the care taken in matching students to relevant courses of study.

Pupils recognise teachers as experts in their subjects. Teachers' professional development is rigorously supported to sustain their deep subject knowledge and refine their pedagogical approaches. Relationships between pupils and staff are exceptionally strong, actively supporting and encouraging pupils' highly positive attitudes and work ethic.

Assessment is used forensically to identify where the curriculum might be further improved as well as to find gaps in pupils' knowledge, which are then addressed. Work to cultivate confident and enthusiastic readers is well-focused and effective. Pupils' work strongly reflects the pride they take in their learning.

Personal development experiences are carefully planned and woven into the curriculum. Pupils learn how to be safe and keep safe, including online. Health, welfare and well-being are systematically supported through assemblies, tutorials and the personal, social, health, citizenship and economic programme. Pupils know that they can talk with a member of staff if they have any concerns. Effective careers education supports and encourages pupils to pursue aspirational career choices.

Attendance is high, with measures in place to raise it even further. Pupils know that bullying and harassment are never tolerated. Pupils are rewarded comprehensively for their positive behaviour. The school makes careful and infrequent use of suspensions, helping pupils to learn from their mistakes and make better choices in the future. Exclusions are extremely rare.

Sixth-form provision is of the same high quality as for the rest of the school. Study programmes are appropriate and ambitious. A high proportion of pupils with SEND stay on at the end of Year 11. They are supported extremely well to make the transition into post-16 study. The quality of students' sixth-form experience is reflected in their strong academic outcomes, progression to universities and high-quality apprenticeships.

Staff are well supported by leaders at all levels. The well-being of staff is a priority. Workload is routinely considered and managed effectively. The school is heavily involved in and committed to supporting other trust schools and the wider education community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136534
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10288000
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,690
<b>Of which, number on roll in the sixth form</b>	490
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>CEO of trust</b>	Jon Chaloner
<b>Headteacher</b>	Jo Garrod (Head of School) Matt Duffield (executive headteacher)
<b>Website</b>	<a href="http://www.glynschool.org">www.glynschool.org</a>
<b>Dates of previous inspection</b>	15 and 16 May 2012, under section 5 of the Education Act

## Information about this school

- Glyn School is a well above average-sized 11 to 18 boys' school with a well above average-sized mixed sixth form. The school is part of the GLF Schools Trust.
- A small number of pupils attend alternative provision at two registered education providers and two unregistered education providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in English, mathematics, geography, art, business studies and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, talked with teachers, spoke to pupils and students, and looked at samples of their work. Inspectors spoke with a group of early career teachers and their mentors about training and support.
- Inspectors held meetings with leaders, staff, students and pupils. They looked at school policies, curriculum documentation, behaviour logs, attendance records and destination statistics. They spoke with representatives of the alternative provision schools. The lead inspector met with trust leaders, trustees and governors.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the Ofsted Parent View online questionnaire and additional written comments from parents. They reviewed the survey returns completed by staff and pupils.

## Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector'[]
Steve Baker	Ofsted Inspector
Aretha Banton	Ofsted Inspector
Philip Wayne	Ofsted Inspector
Tash Hurtado	Ofsted Inspector

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